DOCUMENT RESUME

ED 030 905 CG 003 997

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The University and A Fully Functioning Counseling Center. A Theoretical Viewpoint.

American Personnel and Guidance Association, Washington, D.C.

Pub Date Apr 69

Note-16p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 2, 1969.

EDRS Price MF-$0.25 HC-$0.90

Descriptors-Counseling Centers, Counseling Effectiveness, Counseling Services, *Counselor Functions, Counselor Performance, *Counselor Role, *Counselors, Student Personnel Programs, *Student Personnel Services, *Universities

Counseling centers must generate attention to educational processes and their effects on students. Counseling psychologists must then perform three functions. These functions could be performed by the following personnel: (1) the educational personnel researcher would aid in the understanding of the changing nature of students and the effects of educational programs on students; (2) the communication specialist would make available to faculty, administrators, and students the sorts of information that will encourage them to think about education with respect to the extent and ways students change during, for example, a particular course of educational experience and would also serve as a consultant in times of tension; (3) the student development specialist would invent a variety of ways to enhance student self-awareness and evolve experiences for developing individual talents. Under the plan proposed, the counselor's major commitment of time would not be directly with students, but with faculty, administrative personnel and student leaders. (Author/EK)

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THE UNIVERSITY AND A FULLY FUNCTIONING COUNSELING CENTER

A THEORETICAL VIEWPOINT

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April 1969

I will present three roles needed in higher education and which counseling centers very appropriately can fill. However, I strongly suspect that the greatest hindrance to achieving these new roles will be our current counseling center staffs. We seem to thrive on working directly with students, behind our safely closed doors, rarely having to justify our existence because most people accept counseling as something mystical, with rare qualities which need not be questioned. Occasionally, we venture out to meet the real world, but soon retreat to counseling, to a case conference in which we can safely, amongst our own kind, dwell for hours on the relative importance of experiences long past or the proper diagnostic category, or on problems of the confidentiality of records of what to do with case notes. All these activities fill our needs -- that is, the needs of the counseling center staffs. However, they don't adequately fill the needs of the current scene in higher education.

Today, higher education is confronted with growing turbulence among college youth. One commentator has depicted the rhythm of contemporary

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history in this way:

> An American adult of today has in his ordinary lifetime virtually spanned ages. His mind and imagination have been confronted with the demand that they make room for, accomodate themselves to, five traditional lifetimes' worth of issues, movements, countermovements revolutions, consolidations and counteractions.....He sees himself separated by experience and attitude not only, as his modernity has prepared him to be, from his children, but even from those five years younger than he.[1]

Within this larger social framework, higher education has to decide to what extent it will remain within its cloister and to what extent it will move out into a working relationship with society. The psychedelic tempo of our contemporary society requires us to ask how severe is the dissonance which threatens the processes of higher education.

In the face of such momentum, the personal involvement of the teacher himself cannot be replaced. Rather, it seems crucial to find ways of strengthening and extending his commitment to the human concerns of education. In a McLuhanesque society which appears schizophrenically fluid to youth forced against their will into cynically dismissing the structure of their elders' world, the college teacher must become meaningfully available to students. The college teacher can, in fact, represent the social order which the student needs to respect and accept as a firm bulwark against which to point out his own value system. However, if the teacher is to be an effective representative, he must be in touch with the world as experienced by youth. In changing times, it is only through thinking out the implications of these changes with his students that the teacher can keep burgeoning subject matter from becoming fragmented and educationally irrelevant. And unless the older generation represented by teachers makes itself cogently,

viably available to youth, youth may well ignore it and move closer to nihilism.

"Teaching is essentially a human concern", as President Gideonse of Brooklyn College has said. However, counselors usually are the ones to deal with the human concerns of students more than teachers because teachers simply do not have the time.

In fact, much of the concern of counseling centers, and of the programs at this Convention, is directed at spelling out the variety of ways in which the human concern of teaching can be carried out by someone other than classroom teachers, namely, counselors of one sort or another.

In contrast, I hold that the business of the college counselor is to assist the classroom teacher to find ways and resources for focusing upon the human concerns of his students. Counselors may do this through research programs which provide the faculty and students continuing information about the ways that students on their campus deal with issues of human development, information about the kinds of personal changes taking place in students between freshman and senior years. By dealing with the human concerns of the faculty, counselors further may assist teachers to find the freedom to deal with the human concerns of their students. All too rare are the opportunities for faculty to talk together about their teaching experiences or to have available to them consultation on the processes of teaching. Nevitt Sanford has observed that the sense of anomie is perhaps greater among faculty than among their students.

However, most counseling centers have moved towards creating a special cadre of persons outside the classroom to care about the individual concerns of students. Such direction and action runs the perilous risk of converting the classroom into an inhumane setting or at best an information factory. Given such a counseling center cadre, any feelings of guilt that might lurk within the classroom teacher about his lack of time for human concerns is removed by the assurance that students are in "good hands" with the counselors.

Teaching is an art. It draws on skills that most Ph.D programs do not purport to help the future college teacher develop. At the risk of appearing presumptuous to his colleagues, the college counselor should perform the sounding-board role of encouraging the teacher as he evolves and perfects his art. In the final analysis, it is the teacher himself who can best invent ways of making himself available to the student.

How, then, can counseling centers assist classroom teachers in finding ways and resources for focusing upon the human concerns of students? For generating individual responsibility of faculty and students for educational reform. reform based on the effects of various educational processes on student development? Before making some specific recommendations, I'd like to emphasize the message Dwight Allen made to those responsible for administering the Education Professions Development Act. He boldly made the point that education must undergo radical changes in the decades immediately ahead. Our present timorous attempts to attach minor improvements to existing practices are inadequate in the face of the

rapidly changing needs confronting education.[2] All too often, our attempts in counseling centers have been of attempting minor improvements of existing practices -- of innovations in dealing with the human concerns of students as replacements for teachers' concern.

Edward Joseph Shoben has suspected that some, if not most, of our existing personnel services and activities are, "if not as dead as a dodo already, an invitation to murder."[3] He sees the need for some radically new models. Harold Grant has been heavily involved in assisting with the development of schools using systems which highlight learning processes in bold new ways. In fact, it looks as if Harry has stacked this meeting in order to make the point that counseling centers have got to overhaul themselves in ways never attempted before.

The Counseling Center Of The Future

I'm going to present three functions that I believe higher education requires in face of its rapidly changing needs -- three functions that I believe we counseling psychologists could best perform.

Educational Personnel Researcher

The first of these functions is that performed by a person I'll call the educational personnel researcher. His primary goal should be to help both faculty and students understand the changing nature of campus life at their own institutions. He must be a student of students and he must be able to translate the results of his research on college students into programs and services that accomodate the needs of students. More importantly, his data must be used to help students and faculty become acutely aware and

appreciative of the experiences characterizing the students' daily lives -- and how those experiences contribute to or detract from the developmental goals set by students and faculty.

The report of the Select Committee on Education at Berkeley[4] highlights the need for the skills of the educational researcher because of the transitional state of American higher education.

> "We are far from alone in our self-examination. Nearly every major college in the country has, or has had, or is planning similar studies by similar committees. We sense that we are part of a great national -- and international -- development, the response to an historical crisis in higher education. The main reasons for the crisis seem readily distinguishable: the changing role of the university (and thus of the professor) in modern society; the proliferation of knowledge; the growth of our population and the changes in our social expectations; the emergence of a new generation of students. Thus almost all the major elements that compose a university -- the teachers, the students, knowledge itself, and their social setting -- all are in an unprecedented state of change."

Unfortunately, few counseling psychologists have been explicitly prepared for such innovative research. Research preparation has been oriented more toward the psychometric, pre-post test variety rather than towards the in-life study of student experiences. Most research has been directed at the characteristics of in-coming students and their characteristics upon leaving the college. Very little has focused on the experiences within the college -- on the experiences of students within the college which shape their lives, on the characteristics of the college and how these affect student experiences, and these are the factors which need to be understood.

A first imperative, then, for colleges and universities facing massive change, is to develop regular program assessment. The focus

should be to assess the educational effects on students and to evaluate the educational product in light of various "production" methods. The assessment should be made of the effects of various educational methods on the varieties of students in the differing educational programs. Further, and of crucial importance in light of today's growing student concern, we need to devise ways of keeping in touch with what educational experiences mean to students. Most assessment is limited to tallies of dropouts or standardized testing of freshmen and seniors. If a change is detected in dropout rates or test scores, there still is no way of knowing when these changes began to take place or in what context of experience.

The next decade will see colleges and universities hiring more and more educational researchers as members of counseling center staffs or other student services staffs. Education has lagged far behind industry in gathering data on its product as bases for planning and decision making. Institutional differences are so great that findings at other institutions frequently are adopted at great risk, necessitating staffs at each institution. It also will be necessary to find more effective, efficient, economical, yet more humanitarian procedures for the educational enterprise.

In the past, too much of this research has been attempted on a spare-time basis -- something done when other pressures ease up. It is unrealistic to expect that the considerable effort that will be needed can be attained through continued spare-time efforts. Rather, full-time personnel specialists in applied educational research will be hired.

Also, the traditionally-trained educational researcher has proven not to be the appropriate person. His chief interests usually are statistics,

measurement and research design. While he can tell us more than we need to know about assumptions, parameters and reliabilities, he typically is poorly trained in the nature of higher education, learning and motivation and student development. He neither knows the important questions to ask nor is he able to accept the importance of experiential research.

The personnel researcher demanded by the current educational situation needs an orientation toward higher education in addition to technical skills. He should be able to translate into meaningful research the question "What goes on with college students?"

Finally, the hope is that these researchers will know how to do team research -- to involve the teaching staff in research of student ecology. These are the persons who will make a difference in higher education. For attempts to change environments and innovate meaningful procedures are doomed unless the teaching staff are involved in and committed to the process.

The Educational Personnel Communications Specialist

The data obtained by educational researchers will not bring about planned educational reform in and of itself. Rather, a college needs communications specialists who can make available to faculty, administrators and students the sorts of information that will encourage them to think about education with respect to the extent and ways students change during, say, a particular course or educational experience.

All too often, what is written about higher education is evaluative, saying "That is what's wrong and this is what should be done". Ensuing debates can generate considerable heat about right and wrong, good and

bad, but very little in the way of real change. Such communication does not help a campus community focus upon the effects of current educational processes or upon needed reform.

The job of the personnel communication specialist is not to tell a professor or dean how to do a job. The specialist probably won't get heard if he does. Rather, his task is to communicate about educational processes (drawing heavily on his research colleague) in such ways as to assist faculty, administrators and students to focus on these processes, on what's happening -- to focus on ways students deal with issues of human development, information about the kinds of personal changes taking place in students between the freshman and senior years and what circumstances led to what changes. This is the sort of communication which can generate the individual responsibility that will be needed for educational reform.

But there is more. Higher education needs facilitators of joint planning between students and faculty, aid in redefinition of roles resulting from continuous change. So educational personnel workers must become communication facilitators with students, faculty, and administrators if orderly change is to occur in higher education.

One immediate task for the communications specialist is to hear the students and to facilitate communication among students as well as between students and faculty. Increasingly large numbers of representative students are concerned with relationships with faculty and administrators, with having a voice in evaluations of instructors, with urging more effective and humanizing methods of teaching and learning. Today, students are clamoring for reconstruction of university curricula.

An analysis of student disturbances over the last two years[5] suggests rather strongly that students are more and more committed to forcing educational programs to be increasingly relevant to today's world. They are saying that the university's educational concerns have altered far less rapidly than the world around it, that the pressing human challenges must be a part of university programs.

Somehow the communication specialist must invent the mechanisms necessary for a community effort at resolution so that student concerns can be clearly heard and implemented. Oppressive controls and sanctions have been and will be unsuccessful. Rather, fundamental rearrangements of campus governance devised cooperatively will be needed.

Another focus for the communication specialist is the teacher. The teacher must not be replaced, for education is a human concern and enterprise, as offered earlier in this talk. Rather, it seems crucial to find ways of supporting and strengthening his commitment to the art of teaching. Thus, one vital function of the personnel communication specialist would be to assist teachers (and administrators) in understanding student motivations, educational processes, the effectiveness of various programs for learning.

In higher education, the preparation of teachers has focused on the subject matter with little attention to the processes of education -- analagous to industry's focus upon the nuts and bolts with little attention to the processes of assembly. The consultant could nurture the all too rare opportunities for faculty to talk with one another about their teaching experiences; he can be available to them as consultant on the processes of teaching.

Finally, this personnel specialist must be available to consult with members of the academic community about areas of tension, situations of stress. His skills and associations with students, faculty and administrators will enable him to be a dynamic force in the negotiations and reworking needed to alleviate the discontent which will appear. Ultimately, such a communication specialist can help bridge the ravines currently dividing most universities into three isolate social classes -- student, faculty, administration. Such a communication facilitator seems crucial to transforming our institutions of higher education into real communities which permit learning.

Traditional Services: Student Development Specialists

But what of services which have been the major focus of current counseling center programs -- the rehabilitation of students who bring their problems and decisions to us? I'd like to see a focus on providing opportunities for students to learn about themselves -- to genuinely and honestly know themselves. There is increasing evidence that whereas our present attempts to increase their self-understanding have been inadequate, self-knowledge is a basic condition for real personal growth and educational development.

Recent work with newer group experiences suggests that it is possible to arrange conditions that facilitate intense and genuine examination and awareness of oneself. These group techniques will be very facilitative of self-understanding for many. Other students will need different conditions or procedures. The specialist must recognize that differential methods and experiences will need to be developed for students with different backgrounds and propensities.

This specialist will have another challenging area of responsibility -- to invent the varieties of ways needed to promote unique student growth. Though higher education procedures generally treat students as being similar, evidence shows that such efforts fail. Research on personality highlights large and important differences among students. In other words, students are individuals and increasingly demand to be recognized as such.

Other research shows that some students are capable of quite notable achievements in such areas as science, business, religious service, writing, art or community participation. Further, these achievements have been shown to be relatively independent of each other. Also, some students develop a sense of appreciation for and involvement in regular expressions of intellectual values such as awareness of scientific and technological advances and their implications, examining and discussing political and social issues or observing and appreciating professional works of art, music, drama, poetry and other cultural expressions.

Further these creative achievements and intellectual involvements are relative independent of measures of academic promise (scholastic aptitude tests, for example) and academic attainments (grade point average). Grades and aptitude bear very little relationship to a person's achievement or to his intellectual values and involvements.

Therefore, ways other than the classroom must be available to students for them to develop these achievemtns and values. These are stated as goals by nearly every college and university, yet their development is largely ignored by typical educational procedures. This new educational personnel specialist must innovate and invent ways in which college experiences can be used to help students develop these talents and appreciations.

The student development specialist, then, will focus on two tasks: developing opportunities for students to become more honestly and fully aware of themselves and developing procedures and experiences for fostering personal, individual talents and appreciations relevant to educational goals.

In summary, the business of counseling centers (and student personnel services, I believe) must be to help generate attention on educational processes and their effects on students -- to generate individual responsibility of faculty, administrators and students in finding ways and resources for focusing upon the human concerns of students. This requires, first, an understanding of the changing nature of students, of the effects of educational programs on students, of our product. Hence, the need for a new type of research and the educational personnel research specialist.

In addition, research data in and of itself will not bring about changes. This necessitates the communication specialist who can make available information in such ways as to encourage faculty, administrators and students to think about educational processes with respect to the extent and ways they affect students. Also, he must innovate and invent mechanisms which encourage campus community efforts at resolution of concerns, which support the teacher, and he must be available for useful consultation in times of stress and tension.

Further, student development specialists are needed to invent opportunities which enhance student self awareness and evolve experiences for developing individual talents.

These roles and functions are in contrast with our present practice of waiting for students with problems or decisions to seek us out, or faculty about students with problems. We no longer can build counseling center cadres of persons to "care for students" directly. Such action helps remove faculty feelings of concern for their effects on students or efforts with students.

I strongly suspect that the greatest hindrance to achieving the new roles will be our current counseling center staffs. We seem to thrive on working directly with students, behind our safely closed doors; rarely having to justify our existence because most people accept counseling as something mystical, with rare qualities which need not be questioned. Occasionally we venture out to meet the real world, but soon retreat to counseling, or to a case conference in which we can safely, amongst our own kind, dwell for hours on the relative importance of experiences long past or the proper diagnostic category, or on problems of confidentiality or what to do with case notes. All of these activities fill our needs.

In contrast, I'm suggesting that a counselors' major commitment of time will not be directly with students. Rather, he will spend most of his time studying educational programs and students or consulting with the individuals who are planning educational programs or with the staff who are meeting daily with students; that is, he works with faculty, administrative personnel and student leaders.

Administrators, teachers and students increasingly are going to seek assistance in understanding and bringing about change -- in helping higher education move from a life of stability to one which incorporates

orderly change. This is where resources are going. If counseling centers do not become a part of this, we will become less and less effective on our campuses. I argue, though, that we have as much potential as any group on our campuses for assuming active, leading roles in the coming years.

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